Utah State Office of Education Reading Endorsement Course Framework

Requirement: Instruction with Literature and Informational Texts for Children and Young

Adults (8)

Revision Date: 2013

The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing courses for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.

Course Description

The purpose of this graduate-level course for practicing teachers is to provide an overview of literary and informational texts for children and young adults, with emphasis on classic and recent publications, and their appropriate use in the classroom. Students in this course will acquire knowledge about authors, historical context, and background. They will also discuss trends and classroom applications.

IRA Standards for Reading Professionals (2010) to be addressed in this course

STANDARD 2: CURRICULUM AND INSTRUCTION

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element 2.2 — Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading—writing connections.

Element 2.3 — Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

STANDARD 4: DIVERSITY

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Element 4.2 — Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

Element 4.3 — Candidates develop and implement strategies to advocate for equity.

STANDARD 5: LITERATE ENVIRONMENT

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Element 5.1 — Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

Element 5.2 — Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Participant Objectives

As a result of this course, participants will:

- Be familiar with a wide range of classic and recent literary and informational texts for children and young adults (2.3).
- Acquire knowledge about the author and the historical context of a wide range of texts (2.3).
- Examine and discuss trends and classroom applications of a variety of literary and informational texts (2.3).
- Use a wide range of appropriate literary and informational texts in classroom instruction (2.2)
- Use a wide range of traditional print, digital, and online reading resources to support positive social interaction (5.1).
- Provide appropriate in-depth instruction for all readers and writers, including adapting instructional materials to meeting the needs of all learners (2.2).
- Use a variety of reading materials and instructional practices that positively impact students' knowledge, beliefs, and engagement with diverse topics and situations (4.2).
- Create a reading environment that supports equitable attention to issues and cultures (4.3).
- Create an environment that, through appropriate scaffolding, offers students choices and motivates them to become lifelong readers (5.1, 5.2).

Required Course Topics

- Genres of text, including:
 - o Fiction
 - Informational text
 - Visual text
 - Poetry
 - o Drama
- Forms of literature, including
 - Predictable, alphabet, and counting books
 - Picture books
 - Chapter books and serials
 - Graphic novel
 - Short story, novella, novel
 - Online texts and formats
- Forms of informational text, including
 - Opinion/argument

- Expository/informational
- Research
- Social media
- Online texts and formats
- Literary elements (character, plot, theme, episode, setting, conflict, point of view, style, and tone)
- Informational text elements (text features, text purpose, and structures)
- Trends of reading for young people.
- Effective use of appropriate texts (e.g., leveling of books, teacher as a reading model, motivating students to read, magazines for children and young adults, literature discussion groups)

Suggested Assignments

This suggested assignments section is provided to give instructors a sense of the type, length, and depth of assignments appropriate for this class and is not to be viewed as a required list or as a complete list of assignments.

1. Children and YA Literature

- a. Choose, list bibliographic information, and read an assigned number of texts from the following list:
 - Predictable, alphabet, and counting books
 - Picture books
 - Chapter books and serials
 - Graphic novel
 - Short story, novella, novel
 - Online texts and formats
- b. Begin each section with a description of the features of the genre.
- c. Submit specific evaluative comments for each text that are specific to clear evaluation criteria (e.g., language, pictures, genre, plot development). Quote from the text when appropriate. Do not make general statements relative to the text that could be used for any other text.
- d. Include a description of their appropriate use in the classroom to support the Utah Core Standards.

2. Children and YA Informational Text

- a. Choose, list bibliographic information, and read an assigned number of texts from the following list:
 - Opinion/argument
 - Expository/informational
 - Research
 - Social media

- Online texts and formats
- b. Begin each section with a description of the features of the genre.
- c. Submit specific evaluative comments for each text that are specific to clear evaluation criteria (e.g., language, pictures, genre, plot development). Quote from the text when appropriate. Do not make general statements relative to the text that could be used for any other text.
- d. Include a description of their appropriate use in the classroom to support the Utah Core Standards.

3. Trend analysis

- a. Identify one trend or issue in a specific genre of children/YA literature.
- b. Using the texts listed previously in addition to others, explore the trend historically and discuss implications for readers, parents, and teaching.
- c. Explore questions such as:

i. What is the evolution or history of your selected genre	e?
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ii. What are some issues related to your genre?iii. What are criteria for evaluating your genre?

v. Who are major authors and/or illustrators of this genre?

What awards are given for your genre?

vi. Other questions that you deem important.

Core Texts

Suggested Resources

iv.

- Darigan, D. L., Tunnell, M. O., & Jacobs, J. S. (2002). *Children's literature: Engaging teachers and children in good books*. Upper Saddle River, NJ: Pearson
- Galda, L., & Cullinan, B. E. (2009). *Literature and the child* (5th ed.). Belmont, CA: Wadsworth.
- Lukens, R. J. (2012). A critical handbook of children's literature (9th ed.). Boston: Allyn & Bacon.
- Mitchell, D. (2003). Children's literature: An invitation to the world. Boston: Allyn & Bacon.
- Temple, C., Martinez, M., Yokota, J, & Naylor, A. (2010). *Children's books in children's hands: An introduction to their literature*, (4th ed). Boston: Allyn & Bacon.

Tunnell, M. O., & Jacobs, J. S. (2011). *Children's literature, briefly,* (5th ed). Upper Saddle River, NJ: Prentice Hall.